

Unit Planning Guide: Grade _1_ Unit _5_ of _6_

Unit Title: Folktales	Pacing (Duration of Unit): 3 weeks
Grade: 1	Buffer Day(s): 2 days

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.8a Identify characteristics commonly shared by folktales and fairy tales.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly for an array of strategies.

RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are

This is an MPI example for EPL 1

- Use thumbs up or thumbs down to answer about a text read aloud in a whole group

This is an MPI example for EPL 2

- Ask for clarification from a speaker with a partner to gain understanding

This is an MPI example for EPL 4

- Infer the meaning of a word from context clues with a partner

* Continue to teach grade level phonemic awareness and phonics as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Folktales consist of texts passed down from one generation to the next.
- Folktales transmit the traditions and values of a culture
- Folktales have specific characteristics that may change over time, resulting in many different versions.
- Characters in folktales are often stereotyped.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What are folktales?
- What kinds of characters are in folktales?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know...

- Characteristics of folktales
- Folktales can take different forms
- Characters in folktales can be stereotypical

Key Academic Vocabulary:

Folktales
Characters
Characteristics
Compare
Contrast

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Determining the similarities and differences among versions of the same folktale.
- Identifying the traits of characters, e.g. the fox, in folktales.
- Asking questions and talking with peers about folktales.